

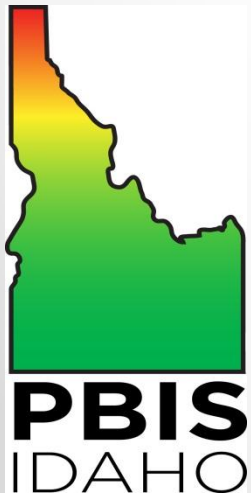
Schoolwide Positive Behavioral Interventions & Supports (SWPBIS)

# PBIS in Idaho Schools

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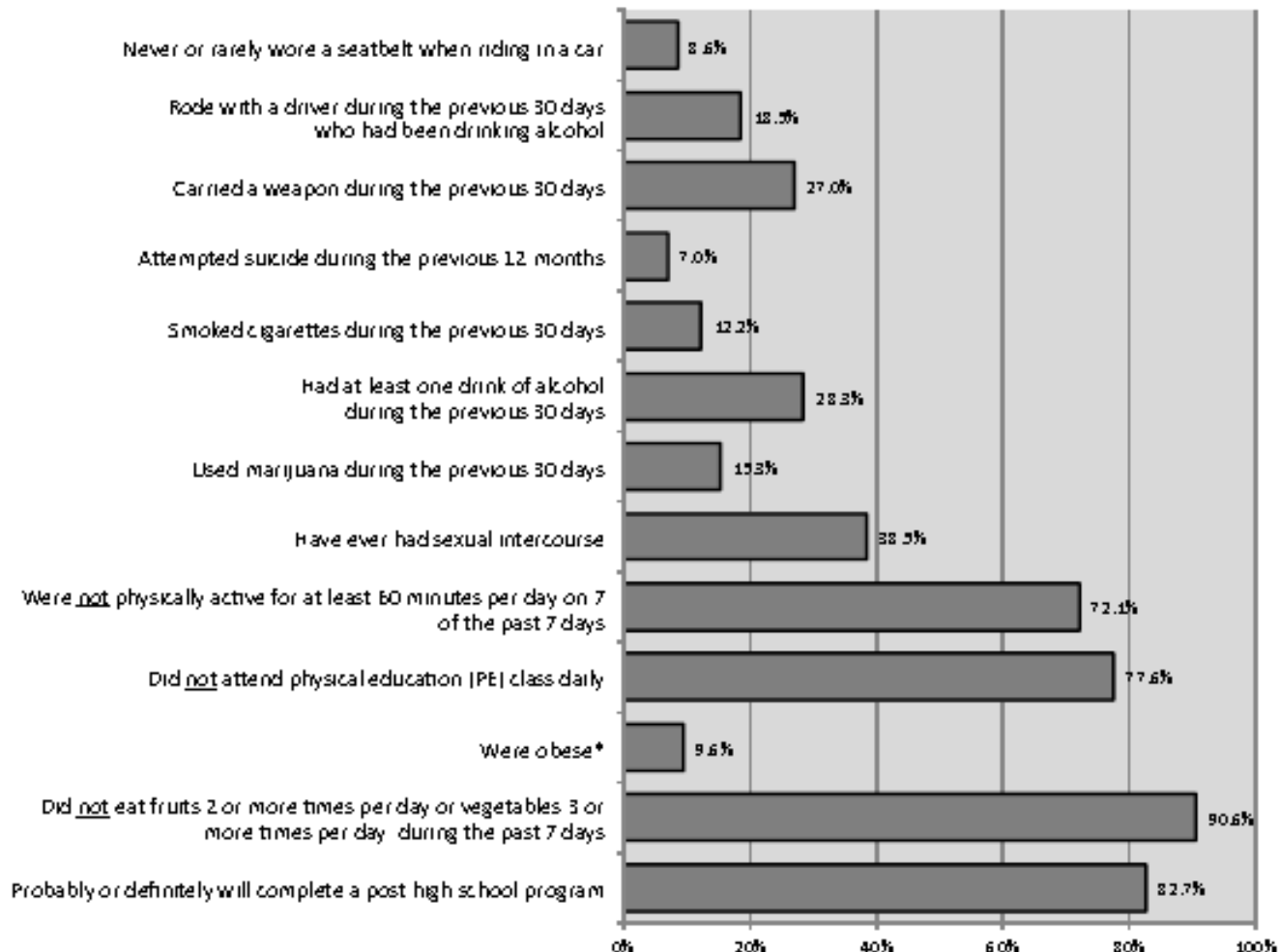
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## Summary Results from the 2013 Idaho High School YRBS

Summary Findings — Weighted Data

### Percentage of Idaho students who:



\*Based on a body mass index (BMI) for age and sex among those students who were at or above the 95th percentile

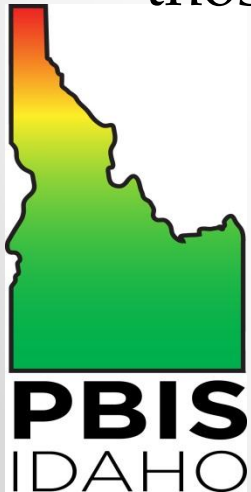
# Objectives

- Outline the general organization of the application of tiered behavioral supports
- Examine the features of a proactive systemic approach to preventing and responding to schoolwide discipline problems
- Describe the rationale behind a schoolwide approach to behavior support

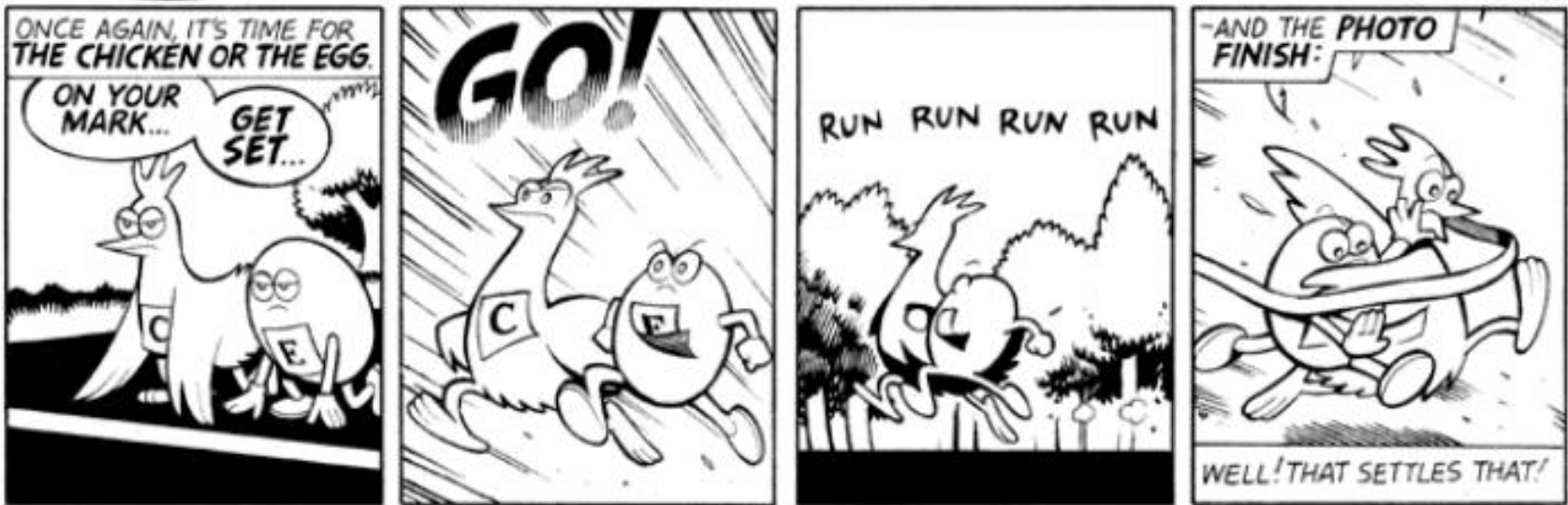


# Positive School Climate

- Maximizes academic engagement and achievement
- Minimizes rates of rule violating behavior
- Encourages acts of respectful and responsible behavior
- Organizes school functions to be more efficient, effective, and relevant
- Improves supports for students with disabilities and those placed at risk of educational failure



# Which comes first???



- ✓ Academic problems often precede behavior problems
- ✓ Behavior problems often precede academic problems

# Creating a Positive Learning Environment

*Behavior and academic achievement are inextricably linked. A student's academic success in school is directly related to the student's attention, engagement, and behavior. The higher the expectation for scholarly behaviors and the better the supports for students experiencing difficulties, whether mild, moderate, or severe – the more academic success can be achieved.*



(Buffman, Mattos, Weber, 2008)



# Creating Positive Learning Environments

Discuss the following questions

1. Does everyone in our school agree on why we are here?
2. Does everyone really believe we can make a difference for all kids?
3. In terms of making a difference, do we have a common schoolwide vision?
4. Are clear and specific schoolwide systems in place to make our vision a reality?
5. Are classroom plans in place that match the schoolwide systems?
6. Are individual student support options in place?
7. Do procedures in the office support the school, classroom, and individual plans?
8. Does every adult talk about these plans openly, regularly, and systematically?
9. Do we know, with measurable evidence, that the plans are making a difference?
10. If our plans are not making a difference, are we willing to try something new?



# Reduced number of ODRs means:

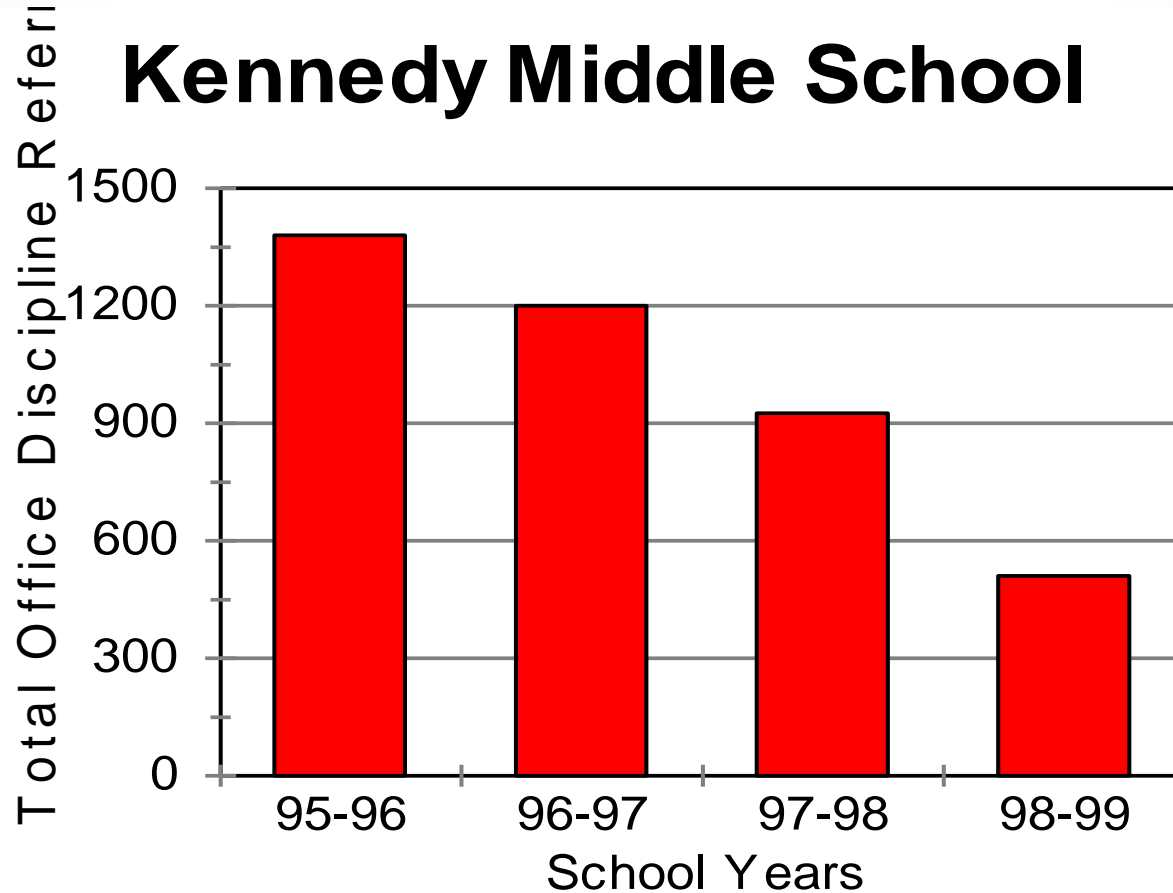
- Returned instructional time
- Improved academic outcomes
- Reduced number of students receiving highest level of service





# Example:

## Kennedy Middle School



# What does a reduction of 850 ODRs and 25 suspensions mean?

Savings in Administrative Time	Savings in Student Instructional Time
<ul style="list-style-type: none"><li>•ODR = 15 minutes per event</li><li>•Suspension = 45 minutes per event</li><li>•13,875 minutes</li><li>•231 hours</li><li>•29, 8-hour days</li></ul>	<ul style="list-style-type: none"><li>•ODR = 45 minutes per event</li><li>•Suspension = 216 minutes per event</li><li>•43,650 minutes</li><li>•728 hours</li><li>•121, 6-hour school days</li></ul>



# Idaho Elementary School Cost Benefit Worksheet

## Enter info below

School name Idaho Elementary School

Number of referrals for last year 215

Number of referrals for this year 63

Average # of minutes student is out of class due to referral 45

Average # of minutes administrator needs to process referral 15

## Time Regained

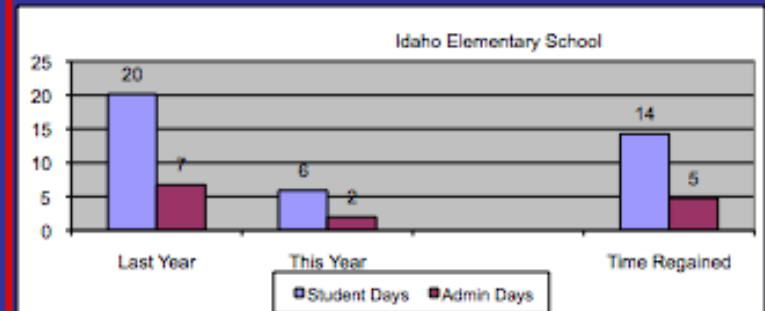
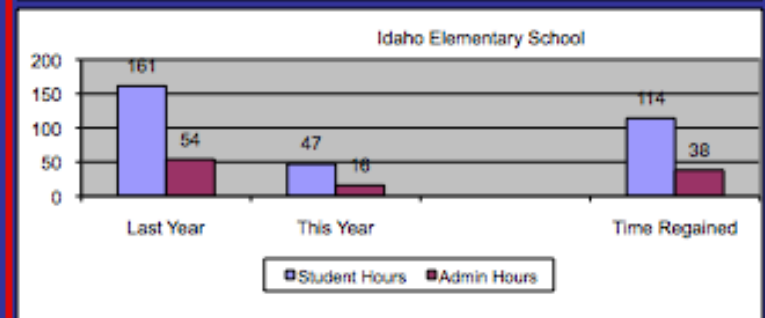
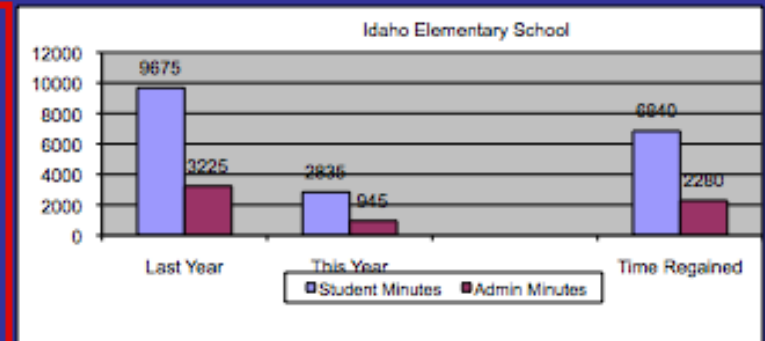
	Student	Administrator
Minutes	6840	2280
Hours	114	38
Days	14	5

Student Time Regained:

6840 minutes  
114 hours  
14 days

Administrator Time Regained:

2280 minutes  
38 hours  
5 days



# Idaho's Tiered Instructional and Positive Behavioral Interventions and Support (PBIS) Framework

## Academic Systems

### Intensive, Individual Interventions

Individual Students  
Assessment-based  
High Intensity

### Targeted Group Interventions

Some students (at-risk)  
High efficiency  
Rapid response

### Universal Interventions

All students  
Preventive, proactive

## Behavioral Systems

### Intensive, Individual Interventions

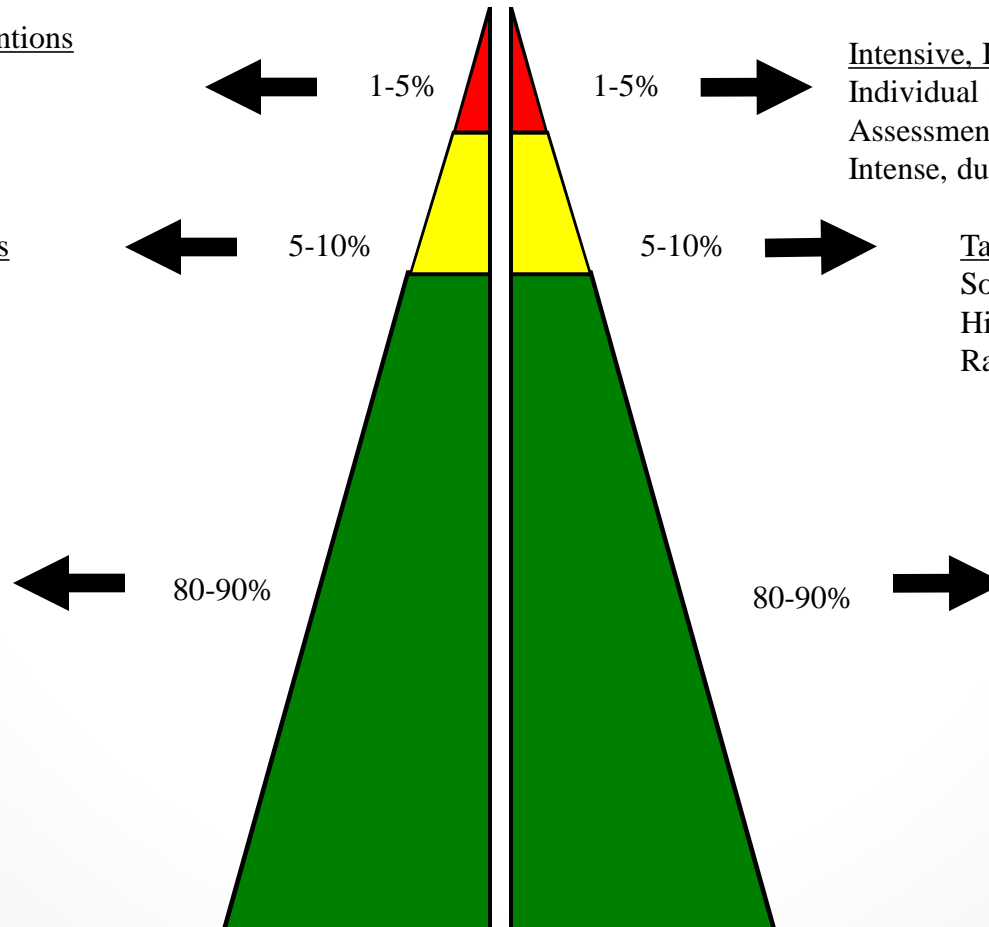
Individual Students  
Assessment-based  
Intense, durable procedures

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### Universal Interventions

All settings, all students  
Preventive, proactive



# Level of Intensity of Response = Level of Intensity of Behavior

*At the top of the pyramid, this is individualized work. The good news is that if we have developed a solid, positive foundation with the base of the pyramid, we will have more energy and resources to work with this small, challenging group of individuals.*



(Hierck, Coleman, Weber, p. 47, 2011)



# Response to Intervention



# *Consequence is NOT synonymous with punishment*

Discipline	Punishment
<ul style="list-style-type: none"><li>• Is student focused</li><li>• Shows students what they have done wrong</li><li>• Clarifies ownership of the problem</li><li>• Facilitates problem solving</li><li>• Seeks resolution and leaves dignity intact</li></ul>	<ul style="list-style-type: none"><li>• Is adult oriented</li><li>• Requires judgment</li><li>• Imposes power</li><li>• Arouses anger and resentment</li><li>• Invites more conflict</li></ul>



(Hierch, Coleman, & Weber, 2011)



# Ineffective Responses to Problem Behavior

- “GET TOUGH!” (practices)
- “Train and Hope” (systems)





# *“GET TOUGH!”*

- Clamp down and increase monitoring
- Re-re-review rules
- Extend continuum and consistency of consequences
- Establish “bottom line”



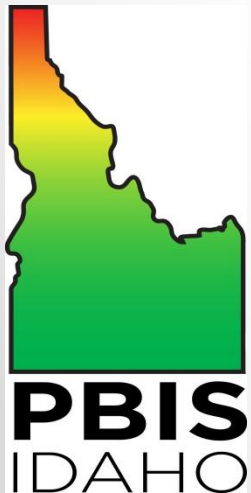
# *“GET TOUGH!”*

## Negative Side Effects:

- Fosters environments of control
- Triggers and reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationships between academic and social behavior programming



Brainstorm your  
“GET TOUGH” practices.



# Reactive Responses

When we experience aversive situations, we select interventions that produce immediate relief and:

- Remove students
- Remove ourselves
- Modify physical environments
- Assign responsibility for change to students and/or others



# When behavior doesn't improve, we *"Get Tougher!"*

- Zero tolerance policies
- Increased surveillance
- Increased suspension and expulsion
- In-service training by expert
- Alternative programming



A predictable, systemic response,  
but...  
based on the erroneous assumption  
that students:

- Are inherently “bad”
- Will learn more appropriate behavior through increased use of “aversives”
- Will be better tomorrow



# Science of behavior has taught us that students:

- Are NOT born with “bad behaviors”
- Do NOT learn when presented contingent aversive consequences

**DO** learn better ways of behaving by being taught directly and receiving positive feedback



# *“Train and Hope”* Approach

1. React to identified problem
2. Select and add practice
3. Hire expert to train practice
4. Expect and hope for implementation
5. Wait for new problem





# Positive Behavior Support

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

*“EBS” = “PBS” = “PBIS”*

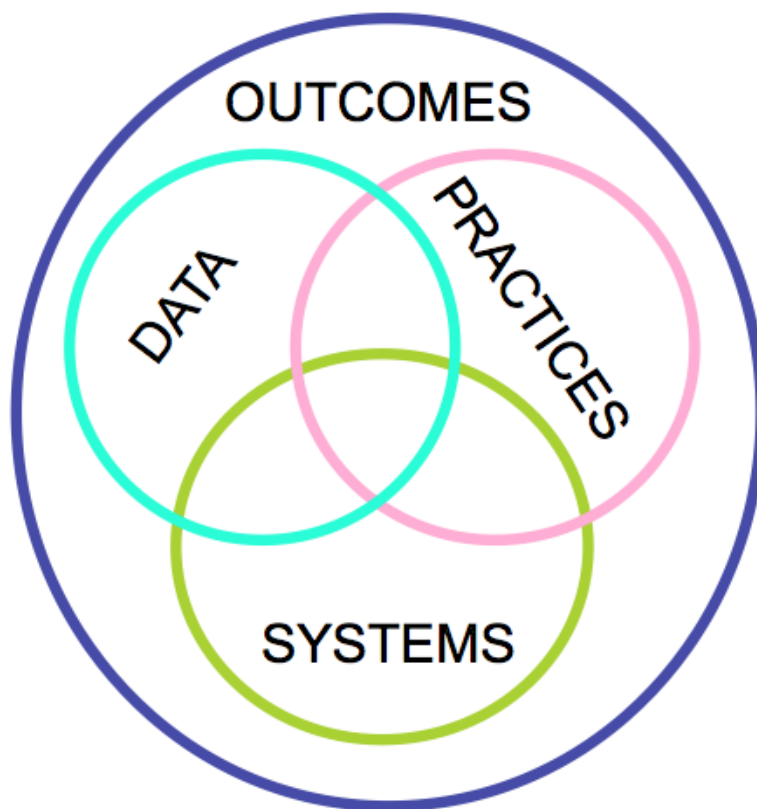


**SW-PBS**

Social Competence &  
Academic Achievement

Supporting  
Decision  
Making

Supporting  
Student Behavior



Supporting  
Staff Behavior



# PBIS is NOT:

- A specific practice or curriculum, but rather a general framework to preventing problem behavior.
- Limited to any particular group of students, but rather for all students.
- New, but rather is based on a long history of behavioral practices and effective instructional design strategies.



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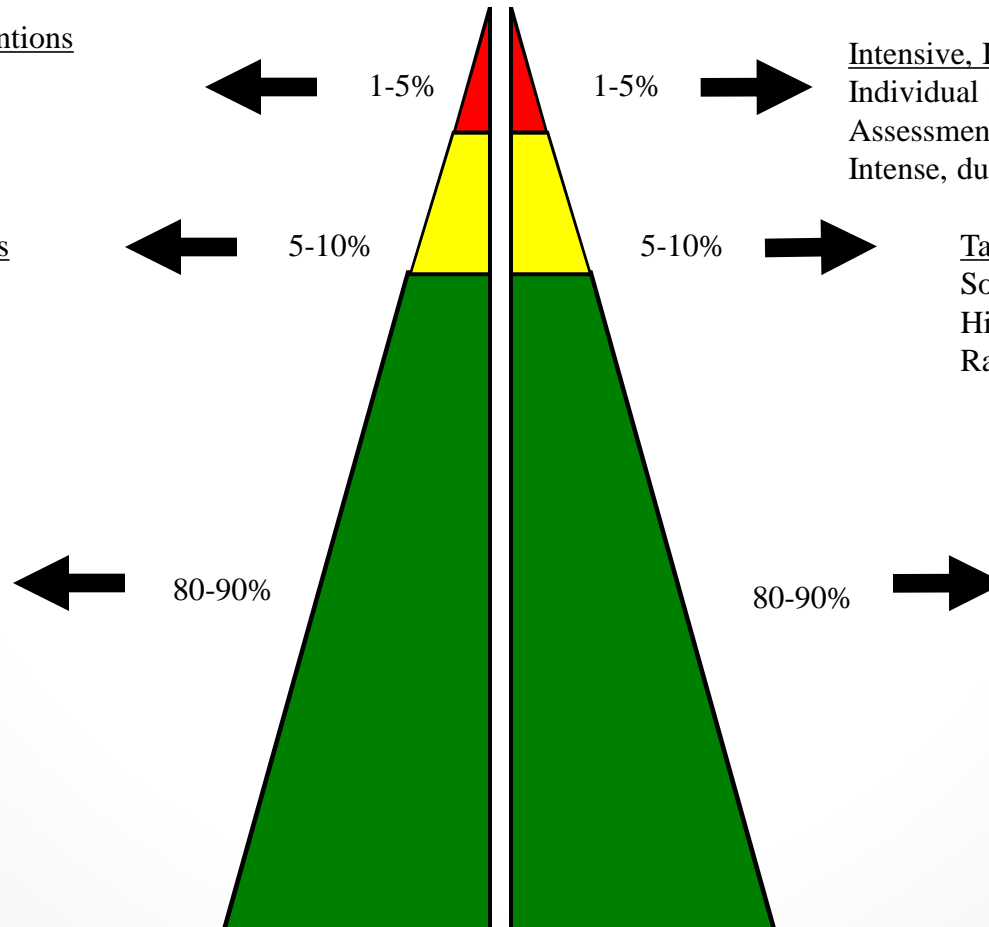
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Preventive, proactive



# Audit of Current Practices



## TIER 3

List **Individualized/Intensive** practices provided to a few students for support

## TIER 2

List **Strategic/Targeted** practices provided to some students for support

## TIER 1

List **Core** practices provided to all students and intended to support most

# What Does PBIS Look Like?

## Tier 1

- >80% of students can tell you what is expected of them and give behavioral example because they have been taught, actively supervised, practiced, and acknowledged
- Positive adult-to-student interactions exceed behavior
- Function-based behavior support is foundation for addressing problem behavior
- Data and team-based action planning and implementation are operating
- Administrators are active participants
- Full continuum of behavior support is available to all students



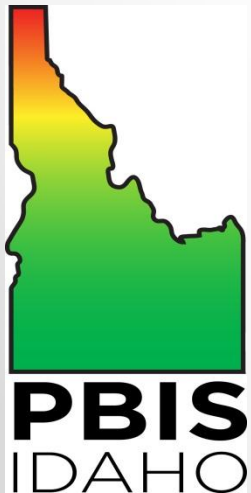
# What Does PBIS Look Like?

## Tier 2 & 3

- Team-based coordination and problem-solving occurs
- Local specialized behavioral capacity is built
- Function-based behavior support planning occurs
- Person-centered, contextually, and culturally relevant supports are provided
- District/regional behavioral capacity is built
- Supports are instructionally oriented
- SWPBIS practices and systems are linked
- School-based comprehensive supports are implemented



# What is PBIS?





# The challenge is increasing schools' capacity to:

- Respond effectively, efficiently, and relevantly to a range of problem behaviors observed in schools
- Adopt, fit, integrate, and sustain research-based behavior practices
- Give priority to a unified prevention agenda
- Engage in team-based problem-solving



# What is SWPBIS?

A **systems** approach for establishing the **social culture** and behavioral supports needed for school to be **effective** learning environment for **all** students.



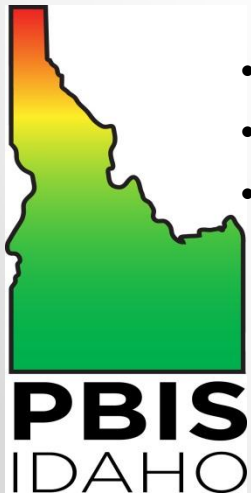
# Evidence-based features of SWPBIS:

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions supports
- Implementation of the systems that support effective practices



# Generic Model

- Schoolwide PBIS Team
  - Represents school, meets regularly
  - Writes plan, trains school employees
- Coach
  - Facilitates meetings
  - Provides technical assistance to school
  - Links school to state
- State Leadership Team
  - Guides planning and development
  - Coordinates training
  - Comprises school teams/structure



# The Impact of SWPBIS:

Reductions:	Improvements:
<u>Students:</u> <ul style="list-style-type: none"><li>•Office referrals</li><li>•Suspensions and expulsions</li><li>•Referrals to Special Education</li></ul> <u>Faculty and Staff:</u> <ul style="list-style-type: none"><li>•Faculty absenteeism</li></ul>	<u>Students:</u> <ul style="list-style-type: none"><li>•Student engagement</li><li>•Academic performance</li><li>•Family involvement</li></ul> <u>Faculty and Staff:</u> <ul style="list-style-type: none"><li>•Consistency across faculty</li><li>•Classroom management</li><li>•Faculty retention</li><li>•Substitute performance/perception</li><li>•Ratings of faculty “effectiveness”</li></ul>



# SWPBIS as Prescribed

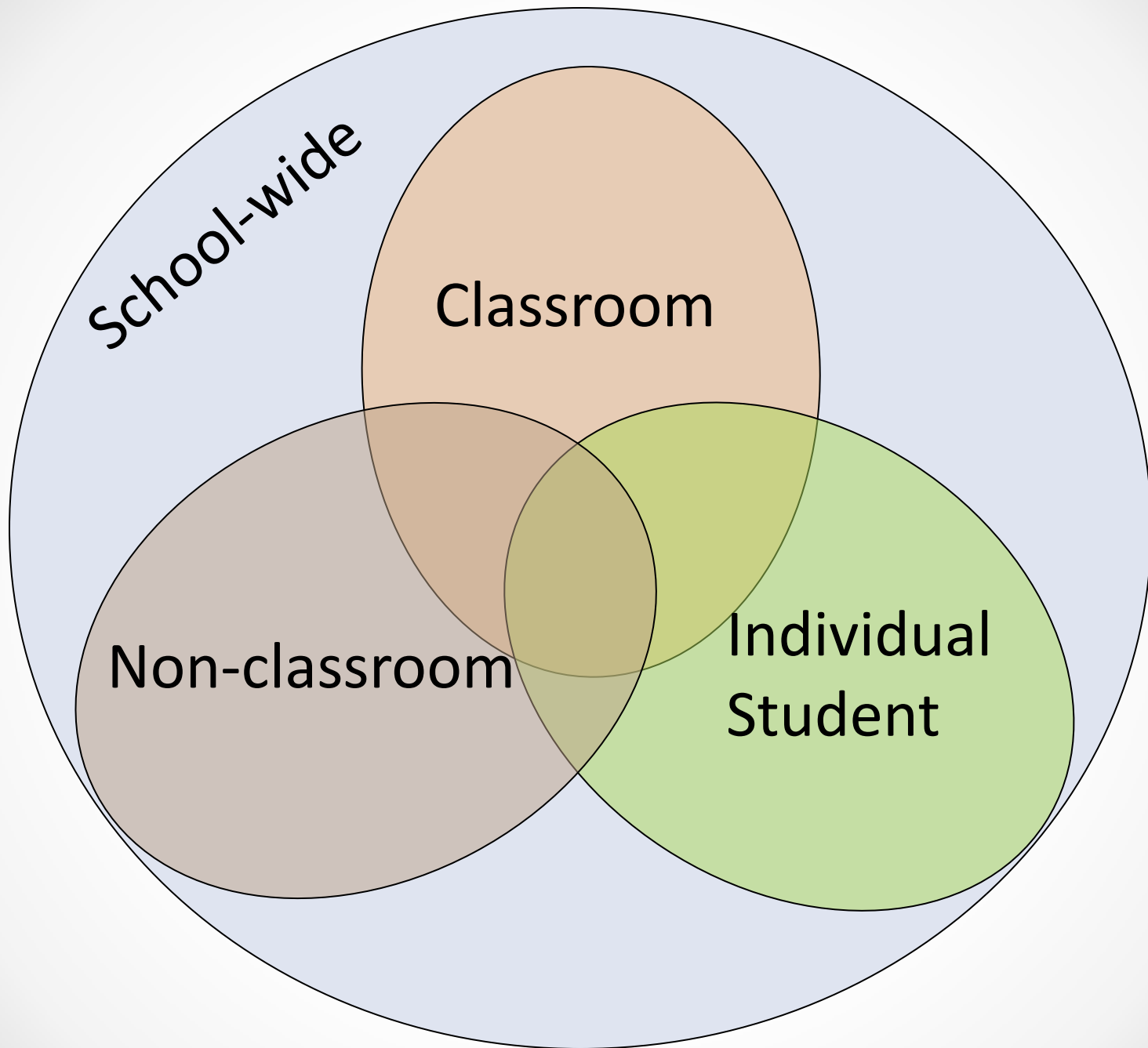
- SWPBIS team drives implementation of practices
- Team uses student and staff input to inform the development of high efficiency systems of support for evidence-based practices
- Team collects and analyzes data
- Team meets monthly to move process forward



# SWPBIS as Prescribed

- Monthly meetings (while developing first tier)
  - Program development
  - Impact and implementation
- After first tier of support is established:
  - Development of advanced tier interventions
  - Identification of non-responders
  - Monitor student progress and advanced tier implementation







# Prevention is...

- Decreasing development of new problem behaviors
- Preventing increased severity of existing problem behaviors
- Eliminating triggers and maintenance of problem behaviors
- Teaching, monitoring, and acknowledging prosocial behavior
- Using a 3-tiered prevention logic that defines a continuum of support
- Designing schoolwide systems for student success

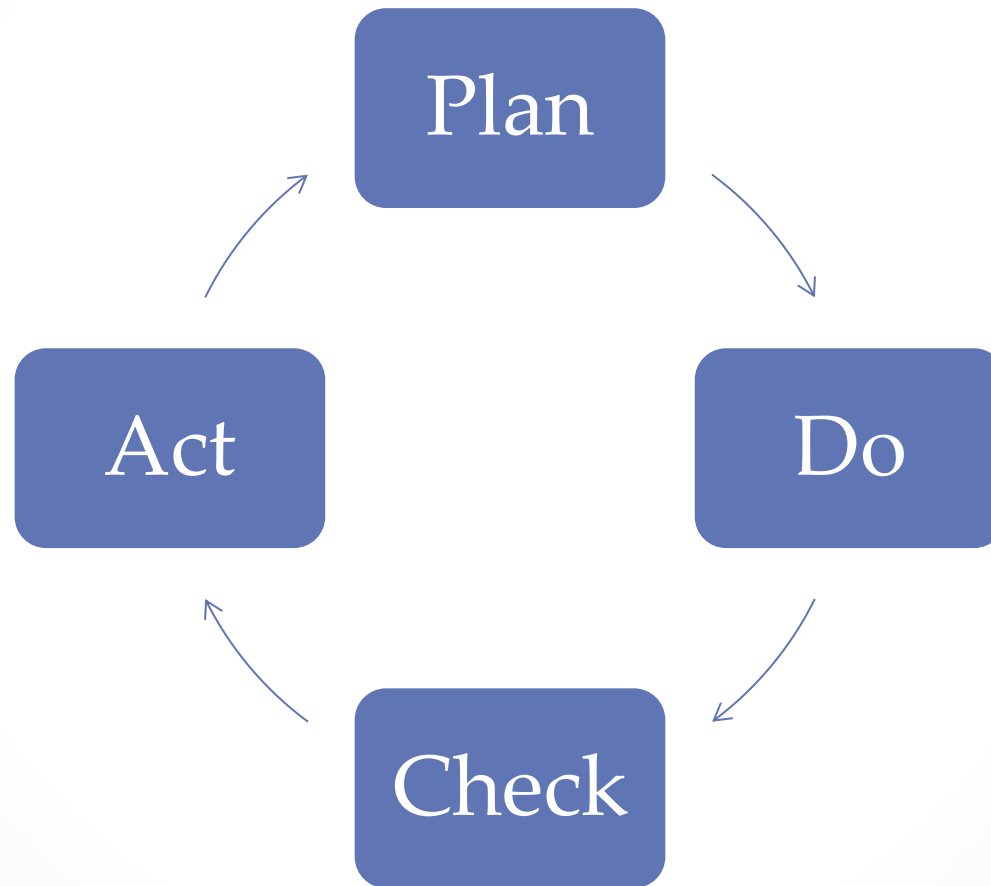


# Implementation Challenges

- Multiple, overlapping, and competing initiatives
- Overemphasis on conceptualization, structure, and process
- Under-emphasis on data-based decision making
- Failure to build competence for accurate and sustained implementation
- Reluctance to eliminate practices and systems that are not effective, efficient, and relevant
- Low rates of regular positive acknowledgements and celebrations



# Model of Continuous Improvement



# At the end of the first year of implementing Tier 1 you should feel like...

1. There is room for improvement but we have the basics in place and have a basis for identifying non-responders.
2. We are teaching desired behaviors to all student in all settings.
3. For the most part, our teachers support implementation (80%).
4. Our system for supporting the behavior of students is sustainable.



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